

P007	Obligatory 2 nd semester	Didactics I	L	P	S	ECTS 3
			1	1	1	

Course objective. Students will learn about the basic theoretical and practical aspects of education and instruction.

Prerequisites. Completed undergraduate study programme.

Course contents. Fundamental terms of didactics: education, upbringing, instruction, training, gaining qualifications, schooling, etc. Teaching as a form of communication. Interactive teaching. Non-verbal teaching communication. Objective(s) of teaching communication. Bipolarity of instruction. Curriculum. Education and teaching purpose, objectives and tasks. General educational objectives, objectives on the individual level, monitoring the realisation of educational objectives. Taxonomical determination of objectives. Teaching objectives and tasks.

Educational contents. School curriculum. National curriculum. Syllabus. Scope, depth and sequence of educational programmes. Evaluation.

Structure of instruction. Educational sources. Teaching methods and strategies. Social organisation of lessons: frontal work, group work, individual work. Individualised work. Cooperative learning. School projects.

Lesson study. Preparation, reception and presentation of lessons, practice, repetition and assessment. Lesson observation and analysis. Evaluation of education.

Didactic strategies: lectures, catechetical and maieutic teaching. Exemplar teaching. Problem-solving teaching, Mentoring. Programmed teaching. Simulation and game-like classroom activities. Shift from teaching to self-regulated learning. Student taking control over their learning process. Teaching and learning outside school. Education, instruction and training. Self-organised learning.

LEARNING OUTCOMES

No.	LEARNING OUTCOMES
1.	Correctly interpret and describe basic notions within the field of didactics, various didactical theories, trends and models
2.	Create and analyze a syllabus, within the curricular approach to teaching
3.	Design a lesson plan using contemporary teaching strategies
4.	Create materials for individual learning
5.	Use and explain their choice of teaching technologies
6.	Design and apply techniques of assessing and grading student achievement
7.	Conduct and interpret simple research assignments within the field of didactics

RELATING THE LEARNING OUTCOMES, ORGANIZATION OF THE EDUCATIONAL PROCESS AND ASSESSMENT OF THE LEARNING OUTCOMES

TEACHING ACTIVITY	ECTS	LEARNING OUTCOME **	STUDENT ACTIVITY*	EVALUATION METHOD	POINTS	
					min	max
Class attendance	0.75	1-7	Class attendance	Attendance sheet	-	-
Seminar paper	0.25	1-7	Presentation	Attendance sheet	0	10

Class activity and assignments	0.25	1-7	Active learning through examples	Portfolio	7	10
Continuous evaluation	1	1-7	Preparation for written examination	Written exam	26	50
Final exam	0.75	1-7	Preparation for oral examination	Oral exam	20	30
TOTAL	3				53	100

Teaching methods and knowledge assessment. Instruction is organized in the form of lectures, seminars and practice. Assessment is organized in the form of seminar papers, quizzes and a final exam.

Can the course be taught in English: Yes

Basic literature:

1. Bognar, L., Matijević, M., Didaktika. Zagreb: Školska knjiga, 2002.
2. Pranjić, M., Didaktika. Zagreb: Golden marketing, 2005.
3. Meyer, H., Što je dobra nastava? Zagreb: Erudita, 2005.
4. Peko, A., Obrazovanje, U: Osnove suvremene pedagogije (ur.: Mijatović, A., Vrgoč, H., Peko, A., Mrkonjić, A., Ledić, J.), Hrvatsko pedagoško-književni zbor, Zagreb, 1999., str. 203.-223.
5. Jelavić, F., Didaktičke osnove nastave. Jastrebarsko: Naklada Slap, 1995.
6. Terhart, E., Metode poučavanja i učenja. Zagreb: Educa, 2001.

Recommended literature:

1. Desforges, C., Uspješno učenje i poučavanje: psihologijski pristupi. Zagreb: Educa, 2001.
2. Dryden, G., Vos, J., Revolucija u učenju. Zagreb: Educa, 2001.
3. Klippert, H., Kako uspješno učiti u timu. Zagreb: Educa, 2001.
4. Meyer, H., Didaktika razredne kvake. Zagreb: Educa, 2002